DOCUMENT RESUME

ED 421 833 EC 306 593

AUTHOR	McNamara, Barry Edwards
TITLE	Learning Disabilities: Appropriate Practices for a Diverse Population. SUNY Series, Youth Social Services, Schooling, and Public Policy.
ISBN	ISBN-0-7914-3884-8
PUB DATE	1998-00-00
NOTE	254p.
AVAILABLE FROM	State University of New York Press, State University Plaza, Albany, NY 12246; World Wide Web: http://www.sunypress.edu (paperback: ISBN-0-7914-3884-8; hardcover: ISBN-0-7914-3883-X).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Behavior Problems; Classroom Techniques; Cultural Awareness; *Cultural Differences; Early Childhood Education; *Educational Diagnosis; Educational Strategies; Elementary Secondary Education; English (Second Language); Higher Education; Inservice Teacher Education; *Learning Disabilities; Mathematics Instruction; *Minority Group Children; Parent Participation; Portfolio Assessment; Preservice Teacher Education; Prevention; Reading Instruction; Referral; Special Education; *Student Evaluation; *Student Placement; Writing Instruction
IDENTIFIERS	*Disproportionate Representation (Spec Educ)

ABSTRACT

This book addresses the over- representation of students from minority backgrounds in special education by examining the referral process, providing alternatives to traditional assessment procedures, and presenting a variety of instructional approaches that recognize the cultural and linguistic diversity found in students classified as having learning disabilities. The book also examines issues in teacher preparation and parental roles in the education of children with learning disabilities. Chapters address: (1) statistics on the disproportionate number of special education students from minority backgrounds; (2) the definition of learning disability; (3) problems that exist in the assessment of specific learning disabilities for students for whom English is not the first or only language; (4) central nervous system factors that affect the diagnosis of learning disabilities; (5) the special education referral process and an eight-step process to prevent inappropriate placement of language minority students; (6) prereferral strategies; (7) assessment practices and guiding principles for a model of educational assessment; (8) portfolio assessment; (9) developing Individualized Education Programs; (10) instructional approaches to teaching reading, mathematics, and writing; (11) classroom management; (12) major components of a teacher training program and a professional development program; and (13) strategies for effective communication between school and home. (Contains 163 references.) (CR)